

The ARCS Model of Motivational Design

The ARCS Model of Motivational Design by Keller (1983) is being used as a rationale for this game design protocol as it relates well to the steps needed to get students involved and learning. The game is intended to create the following:

ATTENTION

strategies for arousing and sustaining curiosity and interest

(Keller, 1983)

game intended to create 'attention' by using colorful storyline

storyline with dungeons & dragons concept of an old 'sanctum'

a secret treasure (D2L LMS) is hidden & protected by some dastardly creatures

game can be frustrating/challenging, but that is part of the fun of learning > to overcome the difficulties & WIN!

RELEVANCE

strategies that link to learners' needs, interests, and motives

(Keller, 1983)

game strategies 'relevant' to instructors' needs, interests, & motives to learn D2L

these strategies are for own subject development & desire to have their students learn

CONFIDENCE

strategies that help students develop a positive expectation for successful achievement

(Keller, 1983)

instructors (as students) successfully achieve their goals via 'confidence' strategies

these strategies include available tutorials & 'easier paths' if players aren't able to walk through the front door

SATISFACTION

strategies that provide extrinsic and intrinsic reinforcement for effort

(Keller, 1983)

instructors receive extrinsic reinforcement as able to learn how to navigate in D2L & create tests

game is a challenging 'fun' way to learn while playing = intrinsic reinforcement

Reference:

Keller, J. M. (1983). *Motivational design of instruction*. "In C.M. Reigeluth (Ed.). Instructional design theories and models: An overview of their current status.